

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas Education for Homeless Children and Youth		
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	September 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	Place date stamp here: 2018 APR -3 AM 8:54
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Tenaha ISD	210904		
Vendor ID #	ESC Region #	DUNS #	
756002574	7	046006730	
Mailing address	City	State	ZIP Code
P. O. Box 318	Tenaha	TX	75974-0318

Primary Contact

First name	M.I.	Last name	Title
Martha		Boren	Director of Academic Affairs
Telephone #	Email address		FAX #
936-248-5000	borenmartha@tenahaisd.com		936-248-3902

Secondary Contact

First name	M.I.	Last name	Title
Terry		Bowlin	COO
Telephone #	Email address		FAX #
936-248-5000	bowlinterry@tenahaisd.com		936-248-3902

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Scott		Tyner	Superintendent
Telephone #	Email address		FAX #
936-248-5000	tynerscott@tenahaisd.com		936-248-3902
Signature (blue ink preferred)			Date signed

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

701-18-109-039

Schedule #1—General Information

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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- | | |
|-----|--|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|--|

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

For many children, the beginning of the school year is a time of anticipation to rejoin old friends, meet new teachers, and find new classes. But for the nation's identified 1.3 million preschool and K-12 homeless children and youth who attend public schools, the return to school also means a reliable meal, shelter for at least six hours a day, a stable routine, and a chance for a better life. The guidance provided by the U. S. Department of Education directs administrators of local education agencies to review data indicating the prevalence and needs of homeless children and youth in each school district. Suggested identification methods include using a questionnaire to gather information about students registering for school in the district, providing ongoing professional development and training for school staff on signs of homelessness, and outreach to community agencies.

For the 2017-18 school year, when ESSA goes into full effect, all states will also be required to report on the academic achievement and graduation rates of homeless students. These reports will shine a spotlight on the impact of homelessness and create a baseline from which to assess state and national progress for helping these most vulnerable students.

The most recent U.S. Census, in the year 2000, identified 170,706 people who were living in emergency and transitional shelters. Of this sample, about one-quarter, or 43,887, were under the age of 18 (Smith & Smith, 2001). Although this number does not represent the total homeless population, it does show that homelessness affects large numbers of children and youth. The National Coalition for the Homeless (1999) reports that families with children constitute about 40 percent of people who become homeless, and that children are the fastest growing segment of the homeless population. Although estimating the homeless population is difficult, about 1.4 million students in the U.S. were homeless at the start of the 2013-14 school year. Children not enrolled in school, although their numbers are less easily measured, push the total number of homeless children and youth significantly higher. (<https://www.childtrends.org/indicators/homeless-children-and-youth/>)

According to the National Association for the Education of Homeless Children and Youth (NAEHCY), homeless situations are often precarious, crowded and unsafe. For these children school can be a lifeline, a place of safety, structure and opportunity. According to NAEHCY, homeless children and youth face unique barriers to education, including:

- Being unable to meet enrollment requirements (including requirements to provide proof of residency and legal guardianship, and school and health records)
- High mobility resulting in lack of school stability and educational continuity
- Lack of transportation
- Lack of school supplies and clothing
- Poor health, fatigue, and hunger
- Emotional crisis/mental health issues
- Lack of a parent or guardian in the case of unaccompanied homeless youth

Four of the barriers identified by the NAEHCY, are also issues that our LEA identified are areas of concern for our students. Homeless families face many challenges. Many of them move frequently, which may affect their ability to enroll their children in schools and to ensure the children's attendance once enrolled. Various studies have measured the mobility and school attendance rates of homeless students.

According to the Institute for Children and Poverty (2011), homeless families in New York City typically move twice a year, or 12 times the rate of the average American family. The Institute also reports that one-half of the homeless children in New York City are under the age of 5, and 41 percent of those do not attend preschool. More than one-fourth of the parents of school-age children report that they have problems enrolling their children in school. Homeless families reside not only in urban centers, but also in rural regions. While studying homeless students in rural areas almost all of the homeless school-age children were enrolled in school, more than one-half of the children had changed schools in the past year, and 19 percent had changed schools twice or more (Institute for Children and Poverty, 2000). Further, one-third had missed more than 10 days of school; of those, one-fourth had missed a month or more. Besides frequent relocation, the typical homeless student faces a chaotic family life. One-half of the homeless children they studied were developmentally delayed, compared to 16 percent of poor but housed children. Further, the homeless children experienced emotional and behavioral problems at a rate three to four times that expected in the general population. Koblinsky, Gordon, and Anderson (2015) confirm these findings in their research. They discovered that homeless

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

students had significantly more behavioral problems in school than did their housed peers. How might schools intervene and help homeless students overcome these obstacles to learning? The literature offers some suggestions. Strawser, Markos, Yamaguchi, and Higgins (2015) found that school counselors can play a major role in helping homeless students. For example, counselors can assess the individual needs of each child, help families learn about available services, and train teachers and others on issues affecting homeless children. In addition to school counselors, Markward and Biros (2016) point out that school social workers play a vital role in creating education opportunities for homeless children—for example, by advocating for funding for family housing and evaluating resources and services to determine their effectiveness. In addition, the program provides parent training, after-school tutoring at shelters, school supplies and clothing, opportunities for parents to have meaningful interactions with children, and places in the community where students can play with their friends and peers. The project also includes summer programs that focus on fostering students' social development. School principal Juanita Fagan (2016) has created a successful program designed to assist the homeless students who attend her school. The school-based program includes meals, showers, clean clothes, and extended after-school activities. Children from homeless families have substantial obstacles to overcome when they enter the classroom. By being sensitive to the special needs presented by these children, school personnel can help to remove barriers to learning and provide equal opportunities for some of our neediest students. Our district plan to help serve our homeless student population will include free breakfast and lunch and the district is working on a food backpack program to serve the children during weekends and holidays. We also have a summer lunch program for anyone birth to 18 years-of-age. Showers and laundry is also available for our homeless students. Homeless students are encouraged to participate in any and all extracurricular activities which include football, basketball, track, robotics, band, soccer, UIL, etc. Our transportation director works with neighboring districts when our homeless students have to move but want to continue attending our district. Of course, it's one thing for a law to spell out new responsibilities. It's quite another to make sure that the words on paper transform systems and save lives. To that end, schools can't be the only lifeline for homeless students. Our LEA does collaborate with clubs within the school and other entities within our district to help our homeless students and their families. Students receive school supplies at a local back-to-school event held in August. With the funds from the grant additional supplies will be purchased for use during the school year. Grant funds will also be used to purchase clothes, shoes etc. as needed by our students. A local church has annual coat drive/giveaway for local youth. A local thrift shop hosts a prom dress/shoe/jewelry giveaway every year. Our school counselor and Homeless Liaison help coordinate these activities to ensure that all our homeless students are able to participate. Our Beta club collects toiletries during the school year that are made available to our homeless students. Our Junior Chamber of Commerce holds nonperishable food drive during the school year to help provide food for our homeless students to take home.

As Tenaha ISD is in a rural, high poverty area in Deep East Texas, collaborators to help with our homeless are limited. For the most part if the school does not provide the service, it is not available. In the small towns close by the businesses, agencies, community members support their local school and do not have additional funds to help support our small district.

All goals at Tenaha ISD are to: First identify our homeless students and unaccompanied youth, Second, to provide them with food and clothing, Third to provide them with transportation to and from school including summer school, tutorials, extracurricular events, and to college/career technical classes when needed, Fourth to provide tuition, fees, books and materials for their dual credit/career technology classes, and Fifth to provide them with the education in order for them to graduate and to be successful in life. So far Tenaha ISD has been successful at this, our district as a 100 percent graduation rate for all our students.

Also included in the budget are funds to send district personnel to a homeless conference.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)

Grant period: September 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 206/295

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$8350	\$	\$8350
Schedule #10	Other Operating Costs (6400)	6400	\$2000	\$	\$2000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$10350	\$0	\$10350

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$10350
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result.	\$828
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 210904		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director			\$
5 Project coordinator			\$
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15 ESC specialist/consultant			\$
16 ESC coordinator/manager/supervisor			\$
17 ESC support staff			\$
18 ESC other			\$
19 ESC other			\$
20 ESC other			\$
Other Employee Positions			
21 Title			\$
22 Title			\$
23 Title			\$
24	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
25 6112 Substitute pay			\$
26 6119 Professional staff extra-duty pay			\$
27 6121 Support staff extra-duty pay			\$
28 6140 Employee benefits			\$
29 61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs		\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 210904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$8350
Grand total:		\$8350

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 210904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$2000
Grand total:		\$2000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 210904

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	557	91.02%	
Identified homeless students	138	22.66%	
Students identified homeless with a 5A Crisis Code	0	0%	
Students identified homeless with a 5B Crisis Code	0	0%	
Students identified homeless with a 5C Crisis Code	0	0%	
Attendance rate for identified homeless students	DNA	%	
Attendance rate for economically disadvantaged students	DNA	%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public☐ Open-Enrollment Charter**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
8	9	12	11	7	8	9	8	7	9	10	12	13	15	138

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Schedule #13—Needs Assessment

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on Tenaha ISD data including PEIMS, surveys, etc. the following needs were identified and ranked from greatest need: 1. Faster identification of homeless students by refining and standardizing systems for identifying homeless students, 2. Summer school and/or tutorials to include transportation to assist students in closing academic gaps, 3. Making sure their basic needs are being met including Food, Basic Hygiene and Clean Clothes, 4. Transportation, and 5. School supplies.

As alarming as those numbers are, the fact that figures on homeless students exist at all is a step in the right direction. Homelessness in schools has often gone unrecognized, John Bridgeland, the co-author of the report and the CEO of Civic Enterprises, said during a presentation of the report's findings at the U.S. Capitol this week. Students who don't have a stable place to go after school and at night are more likely to do poorly in class and more likely to drop out of school altogether, which means they are less likely to go to college, to find good employment, and to lead productive adult lives. One hurdle to collecting data is the difficulty of identifying homeless students in the first place. Unlike data that is collected on other groups of students (by income, race, ethnicity, disability, and language), homelessness is a challenge that is often invisible to the teachers and administrators tasked with supporting a student population whose educational performance is increasingly hampered by personal hardships such as poverty by providing summer school and/or tutorials the district will be helping close the gaps caused by being homeless. Several college students at the briefing who had experienced homelessness as children said they often felt as if they were giving off cues that went overlooked by teachers and counselors. Many were reluctant as kids to identify themselves as homeless out of fear that they would be taken from their parents by Child Protective Services. Ultimately, many were not identified—and, more importantly, connected with resources designed to help homeless kids—for years. "As high as these numbers seem, they are almost certainly undercounts," the report acknowledges. "It is critical that they be identified and connected to the right support systems as soon as possible. This is made difficult, however, by the fact that many students do not want to share the fact that they are homeless with friends, classmates, teachers, counselors, or liaisons due to embarrassment, fear of stigma or bullying, or worry over what will happen if they self-report," the study reads. Of the more than 150 formerly homeless students surveyed, about two-thirds said they were "uncomfortable" talking with others at school about their housing and related challenges. The study cites some parents' fear of losing custody, youth's fear of being reported to Child Protective Services, and general confusion around what constitutes homelessness (a child who bounces from couch to couch, for instance, would technically qualify as homeless but might not self-identify that way) as sources of this discomfort. The report also highlights inconsistencies in the way different staff members in schools are trained to look for signs of homelessness. "Something that we heard with a lot of the liaisons and the coordinators that we spoke with was that something that would be very helpful for them would be if there was improved training," Erin Ingram, the lead author of the report, said during a phone interview. "So currently the people who seem to receive training the most are administrators and school counselors, and it's great that those people receive that training, but then there are teachers in the classroom that receive it at lower rates, and cafeteria workers, or bus drivers, or all those other adults who might more quickly be able to identify those students." It's well known that these top-down policies take a while to get tangible results. In the meantime, this study can affirm that homelessness is an extremely disruptive force in schools that merits more than money. The LEA will be refining and standardizing its system for identifying homeless students, making them aware of their rights, and being flexible with academic requirements to help them stay in school. All students need to have their basic needs met in order to be successful. Parents need to be made aware of their rights for their children's education. Making sure they have food are clean and have appropriate clothing will go a long way in making homeless students feel like they belong. Transportation is a necessity due to most of our homeless families have no transportation or only have one vehicle that the parent uses to look for work or go to work. Some of our homeless students live in another district but want to attend school in our district so our transportation department makes every effort to make this happen. School supplies are a need that the parents cannot afford so we collaborate with the First Baptist Church for a back-to-school supply give away and the church also supplies coats in the winter for our students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Identification of homeless students	Refining and standardizing systems for identifying homeless students, making them aware of their rights, and being flexible with academic requirements to help them stay in school.
2.	Summer school and/or tutorials with transportation	Provide summer school and/or tutorials with transportation to close educational gaps and by being flexible with academic requirements to help them stay in school.
	Basic Needs – Food, Hygiene and Clean Clothes	Have bathroom facilities available for student use with toiletries Make laundry facilities available to students and/or provide clean weather appropriate clothes and shoes Encourage healthy eating habits by providing free breakfast and lunch for each student. Backpack program with nutritious meals and snacks
4.	Transportation	Making homeless students and families aware of their rights Provide transportation and/or ensure transportation to selected school district during school year
5.	School Supplies	Make sure students have needed school supplies including media devices to be successful in school.

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Schedule #14—Management Plan

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Student Liaison	Position Summary: Student Liaison work in a team oriented environment to monitor program implementation and provide technical assistance to support the requirements to educate homeless students and unaccompanied youth and increase parent involvement. Experience working with homeless and unaccompanied youth. Minimum Qualifications: Bachelor's Degree
2.	Grant Director	Position Summary: Work in team oriented environment to monitor grant requirements and guidelines, experience working as grant director, provide assistance implementing the grant and provide technical assistance to support grant. Minimum Qualifications: Bachelor's Degree
3.	Grant Facilitator	Position Summary: Work in team oriented environment to monitor grant requirements and guidelines, work with Student Liaison to insure all deadlines are met, all required data is gathered, disaggregated and report. Minimum Qualifications: Bachelor's Degree
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Staff	1. Grant director, facilitator, liaison	09/01/2018	08/31/2019
		2. Implementation and program monitoring	09/01/2018	08/31/2019
		3. Student data and achievement, training	09/01/2018	08/31/2019
		4. End-of-year Evaluations	09/01/2018	08/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Identification of all homeless students	1. Refining system of identification	09/01/2018	08/31/2019
		2. Ongoing identification of students	09/01/2018	08/31/2019
		3. Monitoring of identification	09/01/2018	08/31/2019
		4. Feedback/surveys	09/01/2018	08/31/2019
		5. Ongoing Evaluation of system	09/01/2018	08/31/2019
3.	Collaboration	1. Ongoing search for collaborators	09/01/2018	08/31/2019
		2. Working with collaborators to meet needs	09/01/2018	08/31/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Program	1. Positive/Negative Feedback	09/01/2018	08/31/2019
		2. Make needed program adjustments	09/01/2018	08/31/2019
		3. Ongoing training to learn methods	09/01/2018	08/31/2019
		4. Data Reporting	09/01/2018	08/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Data	1. Daily/weekly student data gathering	09/01/2018	08/31/2019
		2. SOY, BOY, MOY, EOY Assessment Data	09/01/2018	08/31/2019
		3. Qualitative Data Gathering	09/01/2018	08/31/2019
		4. Evaluations/disaggregation of all data	09/01/2018	08/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Develop a System for Monitoring Fidelity - There's an old saying, "What gets monitored, gets done." This seems to hold true when schools implement new practices and programs. Oftentimes, simply by monitoring implementation a school can improve fidelity. As they develop a system for monitoring fidelity, the implementation team needs to: Identify methods, measures, and sources, Establish a data collection plan and Train data collectors. Research Shows that In the absence of monitoring, teachers tend to alter implementation procedures. Of those teachers who implement preventive programs, 41 percent to 84 percent change components or procedures over time (i.e., they drift) or discontinue their use. (Tappe, Galer-Unit, & Bailey, 1995). We will be using evaluation procedures included with implemented programs and/or we will be developing our own based on the grant itself. Multiple measures of data used included teacher fidelity, student learning, demographics, perceptions, and school process. All the data will be analyzed formally (BOY, MOY and EOY) at the three required data analysis meetings. But for the program to be truly successful it will be necessary for us to analyze student data and check student progress daily and weekly through the monitoring systems. Feedback (positive and negative) and improvement measures will be provided continuously.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

"...sustainability requires constant vigilance and continued attention to system supports, starting with the exploration stage and continuing through the life of the innovation." (Wallace, Blase, Fixsen, & Naoom, 2007)
Our successes as an independent school district in sustainable practices are directly related to how each individual employee plays a role in sustainability within their day-to-day activities. All of our programs are based in the basic concepts of sustainability and individual responsibility to contribute to implementation. Our current successful programs underlie all sustainability practices happening around our campus. Our philosophy about sustainability consists of small steps and bold moves, in which our employees play a key role every day. The same will be true for our homeless students and unaccompanied youth plan if we are successful in obtaining this grant. Before beginning the application for this grant, a group met to discuss data and needs. Also, discussed was commitment to the projects and the need to continue them past the grant period. It was decided that in order for our students to be have success in the post-secondary world, the district needed to make a long term commitment to continue to work with our homeless students and their families and unaccompanied youth. During this year, we as a district would make every effort to galvanize a plethora of civic, fraternal and religious organizations serving the area to partner together to create customized solutions to address the issues of our students and their families and to seek funding to support these students through various means to include local, state and federal funding.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Classroom Observations	1.	Program Implementation
		2.	Positive and Negative Feedback
		3.	Data Gathering
2.	Student Achievement	1.	Classroom Work
		2.	Assessments
		3.	Students' State Mandated Test Scores
3.	Professional Development	1.	Correct Implementation of Program
		2.	Valid Data Collection
		3.	Continued Growth and Improvement
4.	Parental Involvement	1.	Making parents aware of their rights
		2.	Empowering parents in their student's education
		3.	Including parents in district decision making
5.	Technology	1.	Help for students in and out of the classroom
		2.	Improved, faster learning timeframe
		3.	Data Gathering ease

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Computer programs/software will be used to collect data for reporting which will include number of participant, student progress and achievement and attendance. These programs will collect data on individual student progress that is meaningful and measurable. With the programs we will be able to track individual student program, class progress by teacher or group and/or grade levels. Identify Methods, Measures, and Sources – School personnel will identify the methods, measures, and sources they will use to monitor fidelity of implementation by teachers which will include walk-throughs, informal and formal evaluations by principal and grant team.

Both positive and negative feedback will be provided constantly by the grant implementation team and principal.

Necessary changes will be made to the programs and/or practices as needed to improve student achievement, teacher fidelity and to meet our students' needs.

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Schedule #16---Responses to Statutory Requirements

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
PEIMS Identification of Homeless/Unaccompanied Youth	138	Tenaha ISD/PEIMS Director	Student Residency Forms/Student Liaison	Goal 1
Close gaps	138	Tenaha ISD/Principals/School Liaison	PEIMS Attendance/Project Director	Goals 4 & 5
Summer School	85	Tenaha ISD/Summer School Principal	PEIMS Attendance/Project Director	Goals 3-5
Tutorials	100	Tenaha ISD/Principals	PEIMS Attendance/Project Facilitator	Goals 3-5
Back-to-School Bash – School Supplies	138	Tenaha School Liaison	Sign-In Sheets Project Facilitator	Goals 3-5
Coat Giveaway	138	Tenaha School Liaison	Projector Facilitator	Goal 2
Beta Toiletries Drive/Giveaway	138	Tenaha ISD School Liaison	Sign-in Sheets Project Facilitator	Goal 2
JCC Food Giveaway	138	Tenaha ISD JCC Sponsor	Distribution Sheet School Liaison	Goal 2
Prom Clothes –Thrift Shop	40		Distribution Sheet School Liaison	Goal 2
Transportation	138	Tenaha ISD Transportation Director	Rider logs Transportation Director	Goal 2,4&5

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	First Baptist Church	Provides coats for students. Back-to-School Bash –School Supply Giveaway
2.	Tenaha Beta Club	Toiletries Donation/Giveaway
3.	Tenaha JCC	Non-Perishable Food Drive/Giveaway
4.		
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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEA has plans to refine and standardize systems for identifying homeless students. Student Residency forms are included in all registration packets. Using these forms helps the district start the process of identifying our homeless and unaccompanied youth at the beginning of the year. Our faculty and staff are trained to watch for signs that indicate a student might be homeless. Notices of homeless rights are posted within the district and on the district website. Information is also included in the student handbook. Our School Liaison works closely with our counselor to ensure homeless students are identified and receive services. Our PEIMS Director monitors changes of home addresses during the school year. Our transportation director monitors students changing bus routes and reports to our School Liaison.

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At Tenaha ISD, we believe that parents are equal to teachers and the principal in the decision-making process. Because parents have a stake in what their children learn, they need to have a voice in deciding what is taught and how it is taught. All parents should have the same kind of opportunity as to contribute to their children's education. This type of involvement makes you understand what ownership really means. Establishing two-way communication between educators and parents in schools is one of the biggest challenges—but also one of the most important components—of parent involvement. Creating relationships based on equality between parents and teachers can challenge assumptions and allow faculty members and parents to realize they share common goals for their children's education. The most surprising thing about becoming involved with the council and committees is that parents meet many dedicated, caring, and sharp teachers. In turn, teachers are surprised that parents took the time to come to the school and become involved, and that they could contribute intelligently to discussions about education. Once parents and teachers realized they were all committed to improving student achievement, making real progress becomes possible. Student success of all students regardless of subpopulation is the goal at our district.

Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District shall not stigmatize or segregate a student who is homeless. The principal and campus admissions staff shall notify the liaison for homeless students within one school day of admission of a student who is homeless. (Tenaha ISD Policy, FDC LOCAL) As a small rural school district in Deep East Texas, our district Homeless children and youth are integrated into the regular academic program. Programs and services should be utilized through already existing mechanisms whenever possible to allow homeless students to remain with their peers. Integrating homeless and/or unaccompanied youth into any where other than our regular programs at our small district is impossible. In the lower grades (PK-3), there are only two teachers per grade level one teachers language arts and social studies and the other one teachers math and science. For example, in the upper grade levels there is one high school ELA teacher, one biology teacher, one middle school ELA teacher, etc. Our homeless students and unaccompanied youth participate in all our extracurricular programs also. Eight of our homeless students played in the state varsity football playoff in December. Seventeen are in our band program. From grades 2-12, 25 homeless students are in our robotics program. There are homeless/unaccompanied youth who are cheerleaders, baseball players, basketball players, FFA members, UIL participants, etc. In our small district, we encourage all our students to participate in as many programs as they wish including our dual credit/CTE classes. Participation allows students to keep busy and not find other avenues in which to participate which often leads to trouble. All of our students receive free breakfast and lunch each school day.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Statutory Requirement 3a: Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Liaison makes referrals to and coordinating services with community organizations, ensures the enrollment homeless students and unaccompanied youth immediately in school and facilitates proper educational placement as provided in law and policy which includes full and equal opportunity to succeed in school. We assist parents in obtaining and facilitates prompt transfer of educationally-relevant records. The Liaison provides or arranges for appropriate parent/guardian education and assists in disseminating appropriate notices of educational rights of homeless students and foster youth at places where children and families receive services. The district transportation and/ or the liaison informs parents/guardians of available transportation services and assists in arranging transportation for which students are eligible. The Liaison assists in providing information to resolve school enrollment disputes consistent with law and policy. Oversees program evaluation activities including but not limited to identification of homeless students and/or unaccompanied youth, tracking attendance, and enrollment continuity in regular and special programs.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$51368.16	Percentage of Liaison Salary, School Supplies, Shoes, Backpacks, Calculators, Batteries, Food and drinks for Field Trip lunches and extracurricular activities
Planned Set-Aside for 2017–2018	\$28623.84	Shoes, Clothes, Food and drinks for Field Trip lunches and extracurricular activities

Statutory Requirement 3b: How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Set-Aside amounts are based on our homeless student and unaccompanied youth percentage. The LEA uses Title I set-aside funds to plan and supervise activities to best meet academic and social needs of District homeless students and unaccompanied youth.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 210904

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Tenaha ISD Policy reads "Immediate Enrollment" The school selected in accordance with these provisions shall immediately enroll a homeless child, even if the child: 1. Is unable to produce records normally required for enrollment, such as previous academic record, records of immunization and other required health records, proof of residency, or other document; or 2. Has missed application or enrollment deadlines during any period of homelessness."

Identification The district will: 1. Use a housing questionnaire in its enrollment process. The residency questionnaire will be distributed universally so as to avoid stigmatizing homeless children and youths and their families; 2. Ensure that referral forms used to identify and support homeless students are accessible and easy to use; 3. Include its homeless liaison's contact information on its website; 4. Provide materials for homeless students and parents, if necessary and to the extent feasible, in their native language; 5. As practicable, provide annual guidance for school staff on the definition of homelessness, signs of homelessness, the impact of homelessness on students and steps to take when a potentially homeless student is identified, including how to connect the student with appropriate housing and support service providers; 6. Develop interagency partnerships to serve homeless families and youths; and 7. Work with the state homelessness coordinator to facilitate services to families and youths made homeless by natural disasters or other catastrophic events.

Placement and enrollment The district will: 1. When deciding placement, presume that allowing the homeless student to remain in their school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian or unaccompanied youth; 2. If the parent/guardian contests the district's decision, make a best interest determination based on factors such as the impact of mobility on the student's educational achievement, health and safety. If the best interest determination is requested by an unaccompanied youth, the process will give priority to the views of the youth; 3. After conducting a best interest determination, provide to the parent/guardian of the student in a timely manner and in a language they can understand, a written explanation of the final decision and the right to appeal the decision; 4. Pending resolution of disputes that arise over eligibility, school selection or enrollment, immediately enroll a homeless student in the school in which the parent, guardian or unaccompanied youth seeks enrollment; 5. Avoid delay or denial of enrollment of homeless students, even if they have missed application or enrollment deadlines during any period of homelessness or are unable to produce records required for enrollment (e.g., previous academic records, immunization records, health records, proof of residency, proof of guardianship, birth certificates); 6. Avoid requirements for student contact information to be in a form or manner that creates a barrier for homeless students; 7. Provide transportation for homeless students to their school or preschool of origin. Once the student has obtained permanent housing, the district will continue to provide such transportation until the end of the academic year. If the homeless student remains in their school of origin but begins living in an area served by district, the district of origin and the district in which the homeless student is living must agree upon a method to apportion the responsibility and costs for the student's transportation to and from their school of origin. If the districts cannot reach agreement, the responsibility and costs for transportation will be shared equally; 8. Continue to provide transportation to their school of origin pending the outcome of enrollment or transportation disputes; 9. Immediately contact the school last attended by the homeless student to obtain relevant academic and other records.

Changes during school year: PEIMS director will notify Liaison of any student's changes of address and new student enrollment. The Liaison will check to determine status. Bus drivers will notify Liaison of different pick-up location of any student and/or new pick-ups. Liaison will follow up on each.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Superintendent shall designate an appropriate staff person as the District liaison for students who are homeless. The liaison shall receive and provide to appropriate staff members professional development regarding services required by law to identify and meet the needs of students who are homeless. In addition, the liaison shall regularly review with campus admissions personnel the laws and administrative procedures applicable to students who are homeless. (Tenaha Policy, 7/20/2016, Update 105, FDC(LOCAL)-A)

Training and professional development provided to all faculty and staff to include:

Recognition: "Any individual who lacks a fixed, regular and adequate nighttime residence." Younger students are much less able to "hide" things than older students since they aren't aware enough of the clues they provide to keep anything secret for very long.

Look for these things: 1. Very full backpacks since they have no place to keep their stuff, 2. Clothes not consistently clean 3. Hygiene may be an issue if they have no access to regular bathing, 4. Food hoarding (e.g. keeping extra field trip lunches), 5. Diminished personal grooming (e.g. not getting haircuts), 6. Medical and dental issues (even significant ones) are not addressed, 7. Frequent or extended absences, and 8. A long list of schools attended.

Listen for these things: 1. Discussions of living locations change, 2. Stories or comments about living arrangements don't sound true, 3. Discussions of home involve 2, 3 or more families sharing a residence, and 4. Parent explanations that don't make sense.

Reporting: 1. Talk to the student casually, 2. Ask if their family needs assistance, and 3. Talk to your school counselor and/or homeless liaison.

Raising Awareness with Families:

Let parent know about options through fliers at open house or sent home, articles or inserts in newsletters, and information on class/district websites

Resources for Information and Awareness

The Homeless Student section on ClassroomCaboodle.com has free resources to get the word out, including: laws, facts, fliers, graphics and text.

Federal law states that schools and school systems are responsible for keeping homeless children from falling behind their peers academically. The law touches quite a broad range of services, including:

- Transportation
- Free meals
- Clothing
- Uniforms
- Immunizations
- Family services

Homeless situation examples - This can include the following scenarios:

- Living in shelters
- Sleeping in cars
- Doubled up with other families
- Living in trailers
- Living in substandard housing units or unsafe buildings
- Awaiting foster care placement

With elementary students, the kids will almost always be living with at least one of their parents, who will be suffering these hardships along with their child. With middle or high school students, the young adult may be completely on their own with no daily parental support... "couch surfing" at the homes of friends and acquaintances.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The heart of Tenaha ISD intervention program is Response-to-Intervention (RTI) which is a tiered instructional process. Although the assessment components of RTI (universal screening and progress monitoring) are essential elements of implementation, it is the instruction that occurs as a function of the outcomes of the assessments that truly drives the changes we hope to see in our students who are identified as being at some level of risk for not meeting academic expectations. Tiered instruction represents the instruction delivered to students varies on several dimensions that are related to the nature and severity of the student's difficulties. Our RTI consists of three tiers of instructional processes. At Tier 1, considered the key component of tiered instruction, all students receive instruction within an evidence-based, scientifically researched core program. The Tier 1 instructional program is synonymous with the core reading or math curriculum that is typically aligned with Texas state standards. The intent of the core program is the delivery of a high-quality instructional program in reading or math that has established known outcomes that cut across the skill development of the targeted area. Our district takes significant amounts of time, money, and personnel to make sure that our Tier 1 core is effective for our students. Our faculty receives sufficient and ongoing professional development to deliver the Tier 1 core instructional program in the way it was designed. The expectation is that if the Tier 1 program is implemented with a high degree of integrity and by highly trained teachers, then most of our students receiving this instruction will show outcomes upon assessment that indicate a level of proficiency that meets minimal benchmarks for performance in the skill area. Between 50 and 70 percent of our students usually reach successful levels of competency through Tier 1 delivery. With our diverse student population and high numbers of economically disadvantaged and at-risk youth a significant number of our students do struggle. Although we would like to find responsiveness to the core program at Tier 1 to be sufficient for all children, for some students the level of instruction is not successful in helping them achieve minimal levels of expected competency. All children receive Tier 1 instruction, but those children in need of supplemental intervention receive additional instruction at Tier 2 or Tier 3. Tier 2 consists of children who fall below the expected levels of accomplishment and are at some risk for academic failure but who are still above levels considered to indicate a high risk for failure. The needs of these students are identified through the assessment process, and instructional programs are delivered that focus on their specific needs. Instruction is provided in smaller groups than Tier 1 which is our CRP period. Tier 3 consists of children who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education or Chapter 504 needs. There are pull out classes for 504, special education and LEP students. We also have resource classes for those students that need that additional one-on-one assistance. Another key differentiation between the tiers is the level of progress monitoring that is used at each of our tiers. Given that progress monitoring is being used to assess the students' response to instruction, students at Tier 2 typically receive progress monitoring less frequently than those at Tier 3. In some models the frequency of progress monitoring is defined as weekly or every other week for Tier 2 and twice a week for Tier 3. Again, our RTI program has the flexibility of allowing our district to establish the level of progress monitoring that is both feasible, given the instructional demands of the classroom, and meaningful in obtaining knowledge of a student's response to instruction. This RTI program is used from PK through grade 12. Our high school homeless students are encouraged to take the TSI test (which the district pays) in order to be eligible to enroll in our dual credit and/or CTE classes for vocational certification i.e. welding and CNA.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 210904

Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

See TEA Program Requirement 3 for information on the district's RTI Program.

Every Child Has a Right to an Education. The mission of Tenaha ISD is to assist students and families who are homeless. The goal of our program is to address these students' educational needs and ensure academic success. A college and/or career readiness preparation period is built-into each school day. This period is used for students to catch up in individual classes, to make-up missing work, to do homework, to learn about different careers and to fill out college applications/scholarship forms, etc. The district pays for dual credit courses with our IHE partner, Panola College. The district also pays for fees and books. For those students not college bound, the district pays for vocational classes including welding and CNA classes also provided by Panola College. The district also pays for students fees to take their certification exams and provides transportation to and from the college due to students not having their own transportation. On campus, medical terminology through Texas Virtual School Network is offered with the district paying admission costs. The district also provides summer school with transportation for those homeless students who are at-risk of failing, dropping out, and who did not pass one or more of their STAAR EOCs.

For the 2017-2018 all of our homeless students are on track to graduate in May. Four of the seniors will graduate with a diploma and an advanced welding certifications. Five of our juniors will receive a Beginner's Welding Certification and plan to enroll for advanced welding next year. Three of our homeless students are already Certified Nursing Assistants and two of them are working in that field. Three of our homeless students have already received scholarships to a neighboring Community College.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 210904

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 210904

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 210904

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 210904

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 210904

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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